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EdTech Journal

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LEADING WITH INTENTION: THE MINDFUL CTO
BY JULIE JUDD, ED.D

As leaders in the educational technology space, we are presented with many opportunities to affect the learning in the classroom. Decisions that we make can have a lasting impact on the students, staff, and the organization we work with. Throughout my career as an educator, I have felt frustration stemming from my perception that there was no unified vision or direction to drive our work. It felt as though decisions made were without intention perhaps as a reaction to an event or the loudest voice in the room. This frustration drove me to be a student of leadership beginning with my participation in the CETPA CTO Mentor Program. The CTO Mentor Program inspired me to pursue my doctoral studies in Organizational Leadership and then to participate in the ACSA Superintendent Academy. I tell you this not to brag about my lifelong journey, but to share with you the journey I’m on to be the best leader I can be. An intentional leader. A mindful leader.

“Our Intention creates our Reality” —Wayne Dyer

Intentionality is defined using the words intentional or deliberate. While that seems obvious, what does that mean? In the context of leadership, I believe it is the intersection of three foci: a focus on what needs to be done, a focus on developing people, and a focus on developing self.

We must focus on developing ourselves as leaders. Leadership development is a journey and all our life experiences (our story) develop our character.

Typically, our focus is on what needs to be done, and there is much to be done—processes, procedures, implementations, project planning, maintaining budgets, and developing relationships with stakeholders (staff, students, community, school board, and colleagues). We come to work each day with a ‘to do’ list of actions to complete, meetings to attend, phone calls to make. This often leaves us feeling either very accomplished (I crossed everything off my list!) or frustrated due to the interruptions of the day. I refer to this as “losing the forest for the trees.” We will always have things to do…and they will be there the next day waiting for you.

Developing people is much harder than getting things done. The ‘people’ I refer to in this context is our team, the members of the technology services department. This is my favorite area of the work we do. As the leader of this team, we are responsible for ensuring a culture of positivity and professionalism, and for helping our team grow. We do this by developing a positive relationship with our team members, through performance reviews that encourage personal and professional growth, and by “walking our talk” (modeling the behavior we wish to see). We must listen loudly and ask questions to engage our teams. Questions such as, “How might we…?” and “What options might we have for…?”

Most importantly, we must focus on developing ourselves as leaders. Leadership development is a journey and all our life experiences (our story) develop our character. Our challenges and failures have provided growth opportunities along the way.

Carol Dweck’s research on “growth” versus “fixed” mindsets among individuals and within organizations has inspired my work as a leader. She briefly sums up the findings in an article published in the Harvard Business Review Journal:

“Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than those with a fixed mindset, which is the belief that intelligence and talent are fixed traits.”

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Our four goals, as identified in our strategic plan, revised some of the objectives and looked forward to what we could accomplish this year.

Our four goals, as identified in our strategic plan, are:

**PROFESSIONAL CAPACITY:** CETPA will develop the professional capacity of education technologists and leadership.

**RECOGNIZED AUTHORITY:** CETPA will be a recognized resource and authority in instructional, operational and administrative technologies.

**MEMBERSHIP EXPERIENCE:** CETPA’s network of professionals and the membership experience will be engaging, rewarding and valuable.

**ORGANIZATIONAL CAPACITY:** CETPA will be organizationally and financially strong and be able to seize opportunities to create value for our members and institutions.

Every meeting agenda is structured within these goals and their objectives. This helps keep us focused on improving the organization and, at the same time, keeps us from getting distracted by ‘shiny objects’ that may come along the way. This not to say that CETPA will not seize opportunity when we see it, in fact, that is explicitly stated in Goal 4.

This year, CETPA members and the educational community at large will see a lot of activity from CETPA. We will be rebranding and expanding our professional learning opportunities which will be available for free to CETPA members. We are producing several webinars focused on the three strands of our Chief Technology Officer Mentor Program: Leadership, Education, and Technology. Our partnership with K12HSN remains strong with the TAPD program and CETPA will continue to support the excellent products created by that grant. We are also working with CASBO to develop some classes designed for the CBO and CTO to attend together.

We have increased our partnership with Capitol Advisors Group (CAG) and will be a stronger voice in Sacramento. Our partnership with CUE and the JET Program continues to assist small districts with evaluations of Ed Teach and IT. We will have a presence at several education focused conferences including the ones provided by CUE, CAAASA, CASBO, and ACSA in California and CoSN, A4L, SETDA, and ISTE nationally.

Our work on our California Student Data Privacy Agreement (CSDPA) with the Fagen, Friedman & Fulfrost (F3) law firm is quickly becoming a national project. Many states are using or planning to use the contract documents we’ve created. F3 continues to work with attorneys for vendors and LEAs in California and across the country to ensure they are following the law. “Privacy 2.0” will be out in April and we will keep you informed. We continue to onboard districts into the California Student Privacy Alliance (CSPA) and work with the national privacy alliance.

CETPA is committed to enhancing our members’ experiences. If you have any ideas or want to provide feedback, please reach out to me or any Board Member or staff person.

The CETPA and Microsoft Strategic Alliance (CAMSA) is being refreshed this year. CETPA is negotiating with Microsoft to ensure that the program provides the best pricing and options for California schools. The Adobe licensing program is also being refreshed with more options.

We are currently researching new membership tools to better serve CETPA members. A new membership system that will allow members to store data and resources and update their profiles easily, a new listserv and online community tool that can store data in a way that is easy to search and analyze, and a new website design and online publications are all planned.

We now have 18 regional groups that cover regions from San Diego to Siskiyou County. If you have not participated in a regional group yet, I encourage you to take time to attend and get to know your colleagues. It helps keep you connected and can even lighten your workload by learning some new tricks or getting valuable information about a product or service.

The 2018 Annual Conference plans are in full swing. The Expo Hall is over 75 percent sold already. By the time this article prints, registration for attendees and the call for speaker proposals will be available. We will have also announced at least one keynote, and I can tell you, it will be fabulous!

CETPA is committed to enhancing our members’ experiences. If you have any ideas or want to provide feedback, please reach out to me or any Board Member or staff person.

We continue to improve, grow, and provide more resources to our members. I am very proud to work for such a forward-thinking organization. It will be a great year!
Founded in 1992, FileWave increases the productivity of overburdened IT departments by eliminating the “swivel chair” among single platform solutions, simplifying complex processes through an intuitive interface, and smart automation. This comprehensive endpoint management solution supports both desktop and mobile devices across macOS, Windows, iOS, Chrome OS, and Android.
As a newly appointed superintendent entering the position, I, being a former CTO, bring a different background to the position. Every Executive Cabinet member should have some basic knowledge regarding technology so informed decisions can be made for the benefit of staff and students.

In the world of going 1:1 with devices, the mission and vision for the district should dictate the plan for technology. What do you want your students to leave your institution being able to do with technology? If technology is only used to replace worksheets and textbooks, then you have defeated its purpose and not met students' needs.

Technology should have a voice in cabinet and educational technology that is just as important as the IT department. In fact, we should collaborate and train side-by-side to ensure that devices work and support classroom instruction, students, teachers, and ultimately student achievement. Having these positions work together bridges a gap between educational services and the business department. Your IT department will be able to not only support the setup and “fixing” of hardware, but should also have a basic understanding of instructional strategies to support technology integration.

On the side of the educational technology department, they will be able to help educate certificated staff on basic troubleshooting and repair, infrastructure and policies. The ability to cross-reference and cross-train allows for a quicker response time and deeper understanding of the efforts that go into both departments.

Superintendents and executive cabinet members must be able to understand and articulate some key components regarding technology. They must also know basic infrastructure components and needs, how to leverage E-rate to benefit their district, board policies and administrative regulations that support emerging new technology, sustaining hardware and software needs for years to come, and have a plan for technology integration in the classroom.

Having board presentations supported by ongoing cabinet discussions is key to digital integration success. A true understanding of each department’s role is vital. The business department must have a strategic plan for funding hardware refresh, software needs, and increasing infrastructure demands. Meanwhile, HR must understand the demand and needs of emerging technology as they work with unions and maintain job descriptions. Educational services departments need to develop a coaching model for administrators, teachers, and students so that instruction is supported, teacher productivity is improved, and student learning and engagement is increased. This is best done at the cabinet level instead of creating multiple meetings for the technology management staff that overlap.

To support instruction, creating buy-in from all stakeholders is key. Many conversations must be had, and input gathered regarding device selection, digital citizenship, online curriculum, the take home vs leave at school models, collaboration tools, a learning management system, connectivity at home and sustainability.

These ongoing conversations must be backed by data gathered from several sources. Looking back five years ago when my former district went 1:1, we had some successes and challenges in these areas. Having a large pilot and devices in the hands of teachers prior to students were key successes. The lack of a strategic plan for student outcomes and ongoing digital citizenship lessons by grade level spans could have been improved upon.

Numerous organizations and vendors can support districts. California Educational Technology Professionals Association (CETPA) and Consortium for School Networking (CoSN) are excellent resources that can provide professional development, support, and training for district personnel.

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Districts grapple with a proliferation of learning applications, administrative systems and online teaching tools. Beyond the numerous database and instructional apps supported by district IT, teachers are using free online applications, free and low-cost content, and a range of tools to evaluate student mastery. All these apps require—and create, themselves—a burgeoning mass of data in separate, disconnected databases: some on-premises at the district and some hosted in the cloud by application vendors.

A decade ago, before 1-to-1 initiatives, LMS and next generation assessments were commonplace, former director of Apple Classrooms of Tomorrow and current COO at KD Learning, David Dwyer, presciently quipped in Technology & Learning:

“Technology’s a lot like the rungs on a ladder. Once you reach one level, there’s another one higher up to aspire to.”

If a district CIO believes the pace of application adoption will abate, he or she should think again.

How will the K-12 sector integrate and connect all this data to support interoperability between this growing set of applications? How can a district use and benefit from its trove of data assets—to drive decision-making and positive student outcomes? How can CIOs avoid reinventing the wheel?

THE SALESFORCE.COM MODEL

The commercial sector has spent 30 years working out the optimal data architecture for: (i) data integration to support application interoperability; and (ii) data consolidation for business intelligence.

The cloud-based hub and spoke model, with a persistent data hub at the center (often called an operational data store or ODS), surrounded by integrated transactional applications, is the ideal architecture for enabling secure, bidirectional integration and application interoperability. Data warehouse and/or data mart extensions to this architecture provide robust support for reporting, analytic and decision-support applications.

Salesforce.com has perfected this architecture and associated business model. Leading the CRM market for close to 20 years, Salesforce rocketed in popularity and has continued to innovate. Evan Tarver, writing for Investopedia in his article What Is So Hot About Salesforce? cites three reasons for Salesforce’s success, in addition to its centralized data architecture:

Cloud: Salesforce customers gain access to a complete set of cloud-based CRM applications, a cloud platform and infrastructure—making this a highly cost-effective choice.

AppExchange: Salesforce provides a common destination for prebuilt business applications to integrate and offer a range of capabilities for Salesforce users.

Community: Salesforce nurtures a networked community of users, solicits solutions from customers, and provides online venues for customers to make themselves heard.

THE ED-FI MOVEMENT

If you’re thinking that a similar approach could benefit K-12, look no further. The Ed-Fi® suite of open-source data standards and technology has strikingly similar architectural and business attributes. Developed and supported by the Michael & Susan Dell Foundation, Ed-Fi features a centralized, standards-based operational data store (ODS), an API thorough which education data systems and applications can integrate to...
the ODS, and a thriving community of technologists and thought leaders.

The Ed-Fi movement is taking hold in school districts. IT can establish a centralized hub to integrate data between myriad applications, with secure and bidirectional data sharing, thereby creating true application interoperability; as well as providing a foundation for reporting and analytics to support data-driven instruction.

**DATA CONNECT**

Certica Solutions has taken additional steps with the Data Connect® interoperability platform, to provide and manage a fully hosted implementation of the Ed-Fi ODS and API, with a unique Integration Console that serves as an ecosystem for districts and application providers. Data Connect also extends the Ed-Fi foundation via the automatic generation of a longitudinal database known as the Data Vault, which can be leveraged by a range of reporting and analytic applications, to support data-driven decision making. Designed specifically for districts, Data Connect—powered by Ed-Fi—capitalizes on the Salesforce model: cloud-based, hub and spoke architecture, and application ecosystem.

The Ed-Fi approach is ready-made for districts and Ed-Fi has clearly emulated the strengths of one of the most successful business models for data integration and interoperability. To learn how a district can get started, visit CerticaSolutions.com/Data-Connect.

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**CETPA ANNOUNCES STEVE WOZNIAK AS 2018 CONFERENCE PRESIDENT’S KEYNOTE!**

Steve has been a Silicon Valley icon and philanthropist for more than 30 years. He has helped shape the computing industry with his design of Apple's first line of products, the Apple I and II, and influenced the popular Macintosh.

For his achievements at Apple, he was awarded the National Medal of Technology by the President of the United States in 1985, the highest honor bestowed on America’s leading innovators. In 2000, he was inducted into the Inventors Hall of Fame and awarded the prestigious Heinz Award for Technology. The Economy and Employment for single-handedly designing the first personal computer and for then redirecting his lifelong passion for mathematics and electronics toward lighting the fires of excitement for education in grade school students and their teachers.

He is a published author with the release of his New York Times best-selling autobiography, iWoz: From Computer Geek to Cult Icon, in September 2006 by Norton Publishing. In 2014, he was awarded the Hoover Medal, a prestigious honor given for “outstanding extra-career services by engineers to humanity,” and was inducted into the Industry Week Manufacturing Hall of Fame.

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**IMAGINE INTEROPERABILITY continued from 12**

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Wednesday, January 3, the California State Legislature reconvened to start the 2018 legislative session. In total, the Assembly introduced more than 1,500 bills, and the Senate introduced more than 700. While certain bills are not subject to legislative deadlines and we might see a handful more bill introductions throughout the year, these 2,300-plus bills form the bulk of the legislative universe.

Following are some key areas of interest for 2018:

CALIFORNIA LEGISLATORS RESPOND TO FCC REPEAL OF NET NEUTRALITY
In another front on the war between California and the Trump Administration, Senators Kevin de León (D-Los Angeles) and Scott Wiener (D-San Francisco) have bills that are intended to impose Obama-era Net Neutrality rules on internet service providers in California.

SB 460 (DE LEÓN)—COMMUNICATIONS: BROADBAND INTERNET ACCESS SERVICE
While technically introduced in last year’s legislative session, de León recently amended this bill to revise the law to prohibit action to limit access by an Internet service provider that provides broadband Internet access service.

SB 822 (WIENER)—BROADBAND INTERNET ACCESS SERVICE
States the intent of the Legislature to enact legislation to effectuate net neutrality in California, utilizing the state’s regulatory powers and to prevent Internet service providers from engaging in practices inconsistent with net neutrality.

On 

CAREER TECHNICAL EDUCATION (CTE) FUNDING AND EXPANDING STEM EDUCATION
Having reached the final year of state-level funding for the CTE Incentive Grants Program, Gov. Brown has proposed creating a new CTE program at the California Community Colleges and providing $212 million in annual funding. His proposal was met with swift disdain from Democratic and Republican members of the Legislature. As an alternative, Assembly members from both parties have joined with Assembly Education Committee Chairman Patrick O’Donnell (D-Long Beach) to offer an alternative proposal to keep the program within K-12 schools and fund it at $500 million for three years.

Additionally, Tony Thurmond (D-Alameda), a candidate for State Superintendent of Public Instruction, has introduced a bill that expresses his intent to expand access to high-quality STEM programs. As mentioned above, this bill is currently in “spot” form, and only contains legislative intent language. However, it signals Assembly Member Thurmond’s desire to do something in the area of STEM education.

AB 1743 (O’DONNELL)—CALIFORNIA CAREER TECHNICAL EDUCATION INCENTIVE GRANT PROGRAM
Current law establishes the California Career Technical Education Incentive Grant Program, with the purpose of encouraging and maintaining the delivery of career technical education programs during implementation of the school district and charter school local control funding formula. This bill would specify that the purpose of the program is to encourage and maintain the delivery of high-quality career technical educa-
tion programs and the development of career readiness metrics within the California School Dashboard. The bill would also appropriate $500 million each year for fiscal years 2018-19 through 2020-21.

AB 2186 (THURMOND)—PUPIL INSTRUCTION: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) EDUCATION
Current law authorizes local educational agencies to provide instruction to pupils in kindergarten and grades 1 to 12. This bill would state the intent of the Legislature to enact legislation that would increase access to high-quality STEM programs in K–12 education.

AB 2265 (OBERNOLTE)—HIGH SCHOOL DIPLOMAS: STATE SEAL OF STEM
Would establish a State Seal of STEM to recognize high school graduates who have attained a high level of proficiency in science, technology, engineering, and mathematics fields. The bill would establish criteria for the receipt of the State Seal of STEM, would require the Superintendent of Public Instruction to prepare and deliver to participating school districts an appropriate insignia to be affixed to pupil diplomas or transcripts, and would require participating school districts to maintain appropriate records and affix the appropriate insignia to diplomas or transcripts of recipient pupils.

THE FUTURE OF THE LOCAL CONTROL FUNDING FORMULA (LCFF)
With Governor Brown’s proposal to fully fund LCFF in 2018-19, the Legislature is gearing-up for a conversation regarding the future of education funding in a post-LCFF transition world. Assembly Member Al Muratsuchi (D-Torrance) has introduced a bill to focus those conversations on increasing the base grants of LCFF, and in doing so also increasing the supplemental and concentration grants for low income, English learner, foster, and homeless students.

The crux of the debate over what to do with LCFF will center around whether to use the future growth in the Proposition 98 guarantee to increase the LCFF base grants (which would also increase supplemental and concentration grants) or only increase the supplemental and concentration grants. Ultimately, these debates will likely end up in the state budget negotiations.

THE LEGISLATIVE PROCESS MOVING FORWARD
Now that bills have been introduced, they have to sit for 30 days for public viewing before they can be considered by either house or any legislative committee. That being said, bills will be amended in the coming weeks to contain substantive language before going to their respective committees for consideration. Of course, CETPA will continue to monitor key bills that matter to technologists in schools, and bills that have significant impacts on California’s schools generally. Stay tuned! Much more to come in 2018.
I am an IEP-challenged (Individual Education Plan) parent. My wife and I—both educators—adopted two fostered half-brothers who have been on IEPs since they entered their formalized learning years. They both attended a local public charter school (due to the option of all-day kindergarten) and then transitioned to their local public school entering the first grade.

Then it all hit with the transition to first grade. The first challenge was getting the IEP information from the char-
ter school to their new public school; the two are located less than a half-mile apart. In the end, we physically carried a pieced-together copy of their IEP to the new school where they broke it all apart and started a new one using their policies and procedures. Mobility taken care of; then the complexity began.

There were so many people, so much information, so much paperwork, and so many resources both known and unknown in the process. My wife teaches in the district; I taught kids on IEPs for a dozen years; and my brother is a special education coordinator and it still was daunting!

IEPs are critical for learners and the practitioners who provide their learning opportunities including parents—and it is the law.

This is laid out in Section 504 of the Rehabilitation Act of 1973, a 2008 amendment to the Americans with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act of 2004 (IDEA). ADA covers certain accommodations with what is known as a 504 Plan where IDEA gives students with more significant disabilities the right to specialized instruction. The need continues to grow. By 2014-15, the number of children and youths served under IDEA was 6.6 million, or 13 percent of total public-school enrollment.

The process is straightforward—in theory. A request is made, an eligibility study is done, a plan is developed, there is a list of annual goals, a plan for monitoring progress is developed. In my role at a technical education coordinator and it still was daunting!

IEPs are critical for learners and the practitioners who provide their learning opportunities including parents—and it is the law.

Three years ago, the Access 4 Learning (A4L) community undertook the challenge to gather experts in IEP development and usage and link them to IEP application vendors to create a standardized IEP that could address some IEP challenges:

• Learner mobility and IEP information moving with them
• Challenges in creation and the presentation of information from numerous sources, plus current paper and pencil dependence
• Changing from one system to another and proprietary “hooks” in applications

The technical blueprint is now freely available for end users to demand from the IEP products they purchase, and for software developers to build to. The SIF Data Model Implementation Specification (North America) 3.5 outlines the data needed, and the (global) SIF Infrastructure Implementation Specification 3.2.1 outlines how to move that data in a standardized manner. The data “picture” alone is worth a look!

The U.S. Department of Education’s Common Education Data Standards (CEDS) project then utilized this work adding IEP information to their data model. CEDS is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison and understanding of data within and across P-20W institutions and sectors. The CEDS stakeholder group reviewed the IEP work from federal law requirements lens, categories of data guided by the regulations, what kinds of elements might be needed locally to best carry-out processes and ensuring aligned definitions, option sets and context.

In the end, creating an effective IEP takes time, effort and patience. Technology tools on the market today should support this critical, yet complicated process. Demanding a standardized approach to IEP tools can empower end users and enable marketplace creativity. Most importantly, supporting these youngest learners is critical for all of us.

CETPA CHATS WITH MEMBER
JOHN STAMPER

CONGRATULATIONS ON YOUR RETIREMENT FROM YOUR POSITION AS A NETWORK AND TELECOMMUNICATIONS MANAGER FROM THE ORANGE COUNTY DEPARTMENT OF EDUCATION. HOW LONG WERE YOU IN THIS POSITION?

I started with OCDE in 1997 from the Los Angeles County Office of Education. In all, that is just over 22 years in education. I started as a network analyst and became the network manager more than 12 years ago. When I first started, we mainly were supporting the business and administration side of education support with the Internet and educational technology secondary. As the need for more internet access was woven into the curriculum, our focus was shifted to educational technology to where now our primary focus is supporting the students in accessing all the rich content available across the Internet.

WHAT DREW YOU TO THE INDUSTRY? WHAT DO YOU LIKE MOST ABOUT IT?

I was very interested in electronics, and as I came out of the Air Force, computers were the new and upcoming industry of the time. Since I was trained as a cryptographic technician in the Air Force, it was an easy transition to mainframe computers. I had an interest in programming, so I took classes in FORTRAN and COBOL—a lost language today. At the same time, the PC was becoming a large part of business and I became Novell certified taking care of the first networks for business and the military. As the industry progressed, I moved into education, so I could assist with the integration of computers and networks within education.

WHERE DOES CETPA NEED TO GROW?

CETPA is on the forefront of technology use in education and teaching new members how to succeed in this rapidly changing field. With the advent of the CTO Mentor Program, CETPA is providing the next generation of leadership with the skill set to support not only the educational needs of our students, but also the business needs for our administrators. To grow, we all need to keep looking to the future and develop new techniques and procedures to support the 21st-century students.

WHAT DO YOU PLAN TO DO NEXT?

My wife is retiring from teaching in June and we plan on enjoying our grandkids and traveling. First on the list is a trip to Hawaii, and then several trips over the summer to waterski. Next year, we are in the planning stages of a long trip to see the Northern Lights in either Iceland or Alaska or maybe both.

Terrell Tucker, Sandra Ching, Jane Kauble, Todd Finnell, Carl Fong, Aaron Burnett, Brianne Ford, Andrea Bennett, K12HSN staff CENIC staff, and so many others.
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more fixed mindset (those who believe their talents are innate gifts).” (Dweck, 2016).

There happens to be thousands of books on leadership, Ted talks, and YouTube videos that focus on developing the leader within you. Conversations with colleagues, attending conferences, and taking courses are other ways to develop your leadership tool kit. It is so important to feed your own personal growth while doing the leadership work we do each day.

The work we do can be very intense and stressful. We constantly connect to electronics and have pressure coming at us from many sides. It is important that we are mindful, maintaining a present-moment awareness of our thoughts, feelings and surrounding environment. Mindfulness is the intentional nurturing of positive states of mind such as kindness and compassion—paying attention, on purpose, without judgement. Stephen Covey says this well in his book, The 7 Habits of Highly Effective People (1989); Habit 7—Sharpen the Saw: “Take time out from production to build production capacity through personal renewal of the physical, mental, social/emotional, and spiritual dimensions. Maintain a balance among these dimensions.”

I encourage you to take time for yourself—breathe deeply, be in nature, spend time laughing, and allow yourself the space to embrace quiet. Thank you for the work you do.

REFERENCES


TECHNOLOGY ADVICE

CETPA works closely with FCMAT and the California Department of Education to certify chief technology officers in California. This provides a graduate with life-long networking. The CETPA annual conference offers the perfect blend of IT and educational technology topics for attendees. CoSN offers an empowered Superintendent Toolkit that includes surveys and support materials for stakeholders. CoSN also has a Superintendent Advisory Panel that meets at least three times a year with representatives from across the nation. Here are the links to both websites: http://cetpa.net and http://www.cosn.org

Overall, the biggest pitfalls for superintendents are not having a strategic plan in place that is guided by a vision for technology, and to have a lack of communication between all divisions in the district to support any technology initiative.
The Extron HC 403 is a cost-effective and easy-to-use AV system for active learning and collaboration spaces. It combines video switching, scaling, signal extension, and system control into a transmitter and receiver pair that seamlessly integrate with a variety of room configurations. HC 403 systems are simple and intuitive to use. Common functions such as display power and source switching are automated. Students and instructors can quickly share projects by simply connecting their laptop, tablet, or other source device. Monitor, support and report on all of your collaboration spaces throughout the organization using GlobalViewer Enterprise, a powerful networked AV system management solution.

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